

DOCUMENT RESUME

ED 469 215

CE 083 846

AUTHOR Weil, Lindsay
TITLE Focusing on Results: A Business Leader's Guide for Optimizing School-to-Careers Partnerships.
INSTITUTION National Employer Leadership Council, Washington, DC.; National Alliance of Business, Inc., Washington, DC.
SPONS AGENCY National School-to-Work Opportunities Office, Washington, DC.
PUB DATE 2002-00-00
NOTE 18p.
AVAILABLE FROM For full text: <http://www.nelc.org/resources/focusonresults.pdf>.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Cooperative Planning; Corporations; Data Analysis; Data Collection; Definitions; *Education Work Relationship; Educational Cooperation; Educational Legislation; Evaluation Criteria; *Evaluation Methods; Federal Legislation; Guidelines; Leaders Guides; Measurement Techniques; Nonprofit Organizations; Outcomes of Education; *Partnerships in Education; *Performance Technology; Philanthropic Foundations; Program Descriptions; *Program Evaluation; Program Improvement; *School Business Relationship; Secondary Education; Transitional Programs
IDENTIFIERS Business Role; *Work Based Learning

ABSTRACT

This document is intended to help business leaders to optimize school-to-career partnerships. The guide begins with a series of facts documenting the benefits of school-to-career partnerships and a brief introduction. The first section traces business involvement in education over the past 2 decades and explains how data analysis and a focus on results can facilitate continuous improvement of a school-to-career partnership. The next section explains the rationale for evaluating six student outcomes (students' high school completion rates, academic performance, and participation in challenging courses; students' college preparation, participation, and completion rates; teacher preparation; and students' career awareness) and four company outcomes (improved employee morale, loyalty, and productivity; recruitment advantages; reduced training and supervision costs; and public relations). The following principles for optimizing data collection and analysis are detailed: (1) promote a culture of continuous improvement and focus on outcomes; (2) ensure that all partners agree on goals; (3) clearly define the initiative's audience; (4) create a viable evaluation process; (5) choose a realistic methodological approach; (6) document the plan in writing; (7) use common sense when collecting data; (8) evaluate routinely; (9) report the findings to all audiences; and (10) learn to see strength in missteps. Twenty-eight resource organizations are profiled. (Contains 28 references.) (MN)

2008083840

A Business Leader's Guide *for* Optimizing School-*to*-Careers Partnerships

R. Weil

1

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This publication was produced by The National Employer Leadership Council and National Alliance of Business and was made possible by a grant from the National School-to-Work Office. Lindsay Weil was the primary author. Aimee Guidera, Tom Lindsley, Linda Rosen, Peggy Siegel, and Claus Von Zastrow offered feedback on the final draft. Christian Cabrera did graphic layout.



The National Alliance of Business spearheads the corporate community's efforts to increase achievement at all levels of learning. To meet this goal, the Alliance, along with the business community it represents, partners with policymakers and educators to raise public awareness, inform policy and stimulate action. By focusing public attention and discourse on improving education systems, impacting public policy, and partnering with educators in communities across the country to stimulate action, corporate leaders will ensure education is a national priority. The Alliance is the voice of business in this effort. The Alliance's 5,000 members include companies of all sizes and industries, their CEOs and senior executives, as well as educators, and community leaders. The National Alliance of Business manages a growing network of state and local business coalitions and convenes several national business coalitions including the Business Coalition for Education Reform and Business Coalition for Excellence in Education.

Contact:

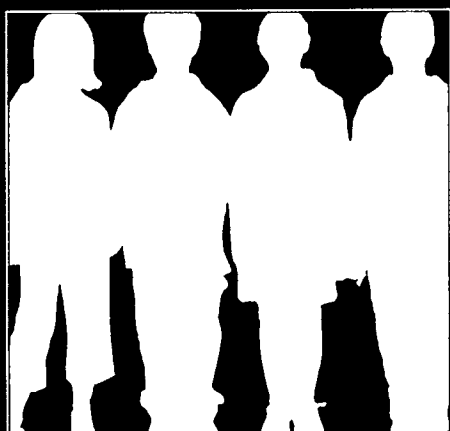
National Alliance of Business
1201 New York Avenue, NW, Suite 700
Washington, DC 20005
Phone: (202) 289-2888
E-mail: info@nab.com
Website: www.nab.com

The National Employer Leadership Council, a division of the National Alliance of Business, is a business organization dedicated to expanding and enhancing employer involvement in School-to-Careers programs. The NELC supports School-to-Careers initiatives that combine classroom courses with real-life learning to ensure students meet high standards, and prepare them for continuing education and the cutting edge jobs of the 21st Century.

Contact:

National Employer Leadership Council
c/o National Alliance of Business
1201 New York Avenue, NW, Suite 700
Washington, DC 20005
Phone: (800) 360-NELC
E-mail: nelc@nelc.org
Website: www.nelc.org

TABLE OF CONTENTS



- 1 Introduction
- 2 Corporate Involvement *in*
School *-to-* Careers
- 4 Types *of* Outcomes *to* Measure
Student Outcomes
Company Outcomes
- 6 Principles *in* Optimizing Data
Collection *and* Analysis
- 7 Conclusion
- 8 Resources
- 11 References

According to the U.S. Department of Education more students are enrolling in college than ever before. The number of associate's degrees awarded between 1988-1989 and 1999-2000 increased by 29 percent, from 437,000 to 565,000. In contrast, the number of bachelor's degrees awarded grew by 22 percent over the same time period, from 1,019,000 to 1,238,000 (National Center for Education Statistics 2001). Many employers sponsor School-to-Careers partnerships to ensure that students are prepared, can participate, and have the skills to complete post-secondary education.



Students who take more advanced high school courses are better prepared for college. Data indicate that an increasing number of students are taking more challenging courses. According to the U.S. Department of Education, the percentage of students completing a core academic curriculum that includes 4 years of English and 3 years each of social studies, science and mathematics more than tripled between 1982 and 1994 (Center for Education Policy and American Youth Policy Forum 2000). However, there are still significant achievement gaps between white, Asian, black, and Hispanic groups.

Facts

Now more than ever a company's competitive advantage is determined by the smart ideas its workers produce. However, studies confirm that the U.S. education system is struggling to provide all students with these skills. According to the Third International Mathematics and Science Study (TIMSS), for example, American students are among the world's least prepared in science, and math. The study found that 12th graders rank 19th out of 21 countries in mathematics and 16th out of 21 nations in science (U.S. Department of Education, Third International Mathematics and Science Study, 1998).

Many businesses invest in employee training as a way to raise organizational productivity. Last year, employers spent nearly \$57 billion on formal training (Training Magazine 2001). It is often less costly to train new hires who participated formerly as interns or apprentices. Such employees "hit the ground running," which allows supervisors and other workers to spend more time producing and less time training.

Research consistently shows that teachers' level of content knowledge impacts student achievement. For example, in a recent study, eighth grade students of teachers who had majored or minored in mathematics scored 40% higher on the mathematics portion of the National Assessment of Educational Progress (NAEP) than eighth grade students of teachers who had majors or minors in other fields (Wenglinsky 2002). However, many educators don't teach in their field. In 1998, 18% of mathematics teachers, 14% of English teachers, and 12% of science teachers in grades 7 through 12 did not have a major or minor in their main field of assignment (U.S. Department of Education 1999). The result is a significant number of students whose teachers are under-prepared to be instructional leaders in fields to which they are sometimes assigned to teach.

Introduction

Business leaders are increasingly committed to helping America's youth acquire increased knowledge and skills to meet 21st century career demands. Driven by this commitment, business was a major force in the creation and passage of the No Child Left Behind Act of 2001, which outlines the most sweeping federal education reform agenda since the creation of the Elementary Secondary Education Act in 1965. For the first time, the law required states, school districts, and schools to supply evidence of school progress in raising student achievement.

Recognizing that continual improvement of any organization depends on the ongoing collection of data, the business community supported the federal education legislation for its data-driven approach to academic improvement. Data collection and evaluation help accelerate performance by providing a vehicle to benchmark progress against designated achievement goals. By revealing organizational strengths and unveiling opportunities for improvement, such data analysis aids leaders in targeting resources more efficiently.

Increasingly, employers are acknowledging that they need to apply this same data-driven approach to their own philanthropic endeavors. Corporate shareholders are forcing businesses to demonstrate that their work adds value. Similarly, educators and policymakers focused on state and federal accountability measures are eager for data that illustrate how business-education partnerships are improving student achievement.

Over the past two decades, there have been very few quantitative evaluations of corporate partnerships that measure the impact on student achievement. While many companies track how much money is spent on

philanthropy the majority of businesses do not measure outcomes. If they do, the results are anecdotal. While many employers find the idea of evaluating education programs daunting, they run the risk of losing stakeholder support unless they document impact.

A focus on outcomes must become a driving goal of all corporate philanthropic initiatives. To do this, employers must change their outlook on how they evaluate business-education partnerships. Companies must apply the same laser-like management principles and practices to their own philanthropic initiatives that they already apply to other areas of their business. This involves setting clear measures, identifying quantifiable performance targets, collecting data, checking results, and modifying actions based on designated goals.

Focusing on Results: A Business Leaders Guide for Optimizing School-to-Careers Partnerships is aimed at helping translate employers' good intentions into solid results. This document provides guidelines for measuring, evaluating, and continually improving School-to-Careers initiatives. It outlines how evaluation can help improve initiatives, provides suggestions on the type of data employers can consider collecting, and offers guiding principles for optimizing the continuous improvement process.

Corporate Involvement in School-to-Careers

When the School-to-Work Opportunities Act was passed in 1994, it was the first major piece of federal legislation designed to encourage employer involvement in the American public education system. The unprecedented Act provided federal “venture capital” funding for business-education partnerships that combined classroom courses with real-life learning. The purpose was to motivate youth to excel academically and equip them to succeed in their personal and professional lives. These “School-to-Careers” partnerships featured three unique components: school-based learning structured around high academic standards; work-based learning experiences that lead to industry recognized credentials; and courses connecting classrooms with workplace learning.

The legislation was based on the theory that students would study more, perform better in high school, and fare better in the job market and in college if their high-school experience were made more relevant to their every day lives. By allowing youth to see how the knowledge they learned in school applied to a variety of work-based settings, it was surmised that School-to-Careers would enrich students’ education and renew their interest in academics.

Although some critics expressed concern that the Act would reroute college-bound students into low-skilled jobs, the legislation generally struck a chord in the corporate community. National business organizations ranging from the National Alliance of Business, U.S. Chamber of Commerce, National Retail Federation, and National Association of Manufacturers, to the National Association of Home Builders, National

Automotive Dealers Association, Society for Human Resource Managers, and the Utility Business Education mobilized to support the reform. Fortune 500 Companies from Ford Motor Company, Johnson & Johnson, and Autodesk launched signature initiatives, and even small companies with less than 40 employees such as Schlagel, Inc., in Cambridge, Minnesota, began offering job-shadowing and internship programs.

Since the passage of the 1994 legislation, employer support for School-to-Careers has steadily grown. According to the National Center on the Educational Quality of the workforce at the University of Pennsylvania, 26 percent of all establishments employing 20 or more people participate in School-to-Work partnerships (Cappelli, Shapiro, and Shumanis 1998). Research conducted by Mathematica Policy Research, Inc., indicates the percent of schools receiving employer support across a wide range of activities has increased over the past five years, and the number of business members per partnership has also increased (Hershey, Silverberg & Haimson, 1999; Hulse, Van Noy, & Silverberg 1999). Even those employers not participating in formal partnerships have become engaged in work-based learning (Shapiro, 1999; and Hughes, Bailey, and Mechur, 2002).

Given the new No Child Left Behind Legislation, there is an increased need to monitor the quality and effectiveness of business-education partnerships. Preliminary research studies suggest that School-to-Careers initiatives can improve grades (Linnehan 1998; Hanser and Stasz 1999), encourage students to take more challenging coursework (Bishop, Mane & Ruiz-Quintilla 2000), and increase school, postsecondary,

and work attendance (Kemple & Snipes 2000). According to a report by the Human Investment Research and Development Center, for example, graduates of a career academy in Hayward, California, were 40 percent more likely than non-academy students in the same school district to enroll in a four-year college (Maxwell & Rubin 2000). In a Boston employer survey conducted by Jobs for the Future, more than 80 percent of intern supervisors said that students' contribution to productivity had a major or moderate benefit (Jobs for the Future, n.d).

These initial evaluations of School-to-Careers are promising. However, if businesses want to ensure that their efforts are bolstering student achievement and occupational preparedness, they need to assess the impact of their initiatives.

Specifically, data analysis and a focus on results can help employers:

- Clarify an initiative's mission;
- Document the extent to which activities align with those described in an initiative's plan and mission;
- Assess whether the project is benefiting all participants;
- Solidify stakeholder support by illuminating effective components of the project; and
- Identify an initiative's strengths and weaknesses so that it can be continuously improved.

Types of Outcomes to Measure

One of the most critical steps in performance evaluation is to continually collect and consistently evaluate data. Employers interested in measuring the impact of their School-to-Careers initiatives can look at both education (the impact on students and teachers) and company outcomes.

STUDENT OUTCOMES

Student High School Completion Rates

To assess whether School-to-Careers activities are encouraging students to complete high school, employers can compare high school completion and drop out rates between those students who participate in School-to-Careers activities and those who don't. Data on high school completion rates generally can be obtained from school districts, principals, and superintendents.

Students' Academic Performance

To examine whether School-to-Career initiatives influence students' academic performance, employers might ask questions about their initiatives' impact on standardized tests scores and high school grade point averages (GPA). Employers can compare both the grades and test scores of students involved in School-to-Careers against the grades of students who are not involved in programs. No Child Left Behind Act mandates greater public reporting of student and school achievement data on an annual basis.

Students' Participation in Challenging Courses

Collecting data on the courses students take after their involvement in School-to-Careers initiative can provide a thermometer reading of how successfully work-based learning encourages students to take more challenging courses.

Students' College Preparation, Participation, and Completion Rates

To assess whether School-to-Careers initiatives prepare students to participate successfully in college, employers might consider gathering information on the number of courses students take to meet post-secondary schools' entry requirements and the number of advanced courses students take in high school. Companies also might want to survey students about their knowledge of college entrance requirements and measure acceptance rates into college. They also can learn how their initiative improves postsecondary educational outcomes by measuring students' drop-out, graduation, and remediation rates.

Teacher Preparation

In an effort to promote higher student achievement, many employers offer School-to-Careers initiatives that focus on professional development opportunities for teachers. These experiences are designed to help teachers develop lesson plans and activities that allow students to better grasp concepts and see how their learning is applicable to real and current life situations. Employers can measure School-to-Careers initiative's impact on teacher preparation by analyzing whether educators integrate "real life" applications into their classes and the quantitative impact these efforts have on student achievement.

Students' Career Awareness

Many employers believe School-to-Careers can help students learn about their career interests and the skills that different occupations require. Employers can analyze the extent to which School-to-Careers initiatives help clarify students' career direction, and determine which activities students valued most.

COMPANY OUTCOMES

Employers interested in measuring how School-to-Careers activities affect their own bottom-line might consider measuring the following topics:

Improved Employee Morale, Loyalty, and Productivity

Measuring employee loyalty and productivity is not an exact science. Regularly surveying employees about their satisfaction with workplace relations can provide anecdotal insight into how School-to-Careers initiatives can increase employee morale and skills. From a fiscal standpoint, ways of measuring increased productivity of former School-to-Careers participants relative to other employees include comparing retention rates (and then multiplying the different ways of measuring increased productivity of former School-to-Careers participants relative to rates by the average costs of a turnover at the company) or promotion rates (National Employer Leadership Council 1999). Finally, qualitative data derived from interviewing managers can provide information about productivity differences (though this information can be difficult to convert into dollar amounts).

Recruitment Advantages

Many companies are motivated to participate in School-to-Careers because they experience difficulties in recruiting qualified workers. Over the past several years, companies including Eastman Kodak, McDonald's, Siemens, Charles Schwab, and Autodesk have reported significant success in hiring graduates of their School-to-Careers programs as full-time employees. In analyzing the difference in recruiting costs between hiring graduates of a School-to-Careers program and hiring other employees who would enter the firm for the same position, some firms have estimated cost savings on recruitment ranging from a few hundred dollars to tens of thousands of dollars (Bassi, L., Feeley, T., Hillmeyer, J., Ludwig, L. 1997).

Reduced Training and Supervision Costs

Employers can assess the extent to which training and supervision costs are reduced by measuring total training and supervision costs associated with newly hired employees, subtracted from the training and supervision costs for new employees that participated in a firm's School-to-Careers program (National Employer Leadership Council 1999).

Public Relations

Companies associated with charitable behavior are perceived by consumers to be good corporate citizens and are thus able to differentiate themselves from competitors. The 2001 Hill and Knowlton survey, "Corporate Citizen Watch", found that 79 percent of Americans take corporate citizenship into account when deciding whether to buy a particular company's product. Many companies involved in School-to-Careers initiatives have garnered local, regional, and national media attention.

Principles for Optimizing Data Collection and Analysis

The task of collection and analyzing data can strengthen a School-to-Careers partnership by forging successful collaboration around defining goals and measures, interpreting data, and utilizing the results to enhance the initiative. The following principles are offered in the spirit of improving School-to-Careers initiatives.

Promote a Culture of Continuous Improvement and Focus on Outcomes

Leadership must ensure that stakeholders recognize the benefits of an evaluation focused on continuous improvement. Leadership must also arm participants with the proper tools to make sure the continuous improvement process can occur. Stakeholders will be more likely to support an evaluation if they are a part of the planning process and are encouraged to make suggestions about implementation. Following through and actually using stakeholders suggestions is key to a successful and ongoing program. Not only will stakeholder energy and morale increase as their suggestions are applied, but the organization and its customers will also benefit from the improvements that continued improvement brings about. Participants will also be more willing to make mid-course corrections.

Ensure All Partners Agree on Goals

The effectiveness of a program is determined primarily by examining whether or not program objectives have been met. If your goals are not clear, it will be very difficult to gauge accurately the degree to which the objectives were actually met. In addition, the goals should also be specific and measurable so that you will know when you have achieved them. They should also be flexible, in case conditions change over which you have no control. Goals shape and influence the

everyday decisions and actions of leaders, management, and staff. As such, every person in the organization must be familiar with the strategic plan and be able to describe how he or she contributes to achieving the plan's goals and objectives.

Clearly Define Your Audience

Multiple audiences are likely to be involved in most School-to-Careers initiatives. Different audiences will have different information needs. For example, the kinds of information needed by those who are concerned about the daily operations of a project will be very different from those needed by policymakers who may be dealing with more long-term issues or who have to make funding decisions.

Create a Viable Evaluation Process

Evaluations take time and money. To avoid straining resources, it is important to develop criteria for including questions in the evaluation. For example, employers should consider who will use the information, whether the information is not already available, whether the information is important to a major group or several stakeholders, and whether the question is actually answerable.

Choose a Methodological Approach That is Realistic

Each method of data collection comes with its own distinct set of advantages and disadvantages. Procedures such as questionnaires, surveys, and checklists are ideal for obtaining large amounts of information quickly, but rely on self-reported data. Interviews add depth and breadth to an evaluation, but can be challenging to analyze. Observations enable evaluators to get a personal account of how an initiative operates,

but the act of observation can influence behaviors of program participants. Deciding which one to use depends on a number of factors, including the questions, the timeline, and the resources available.

Document Your Plan in Writing

An evaluation plan documents what you plan to do and why. Written format will act as guidelines to prevent stakeholders from doing something unrelated to the goals of the initiative. The plan should detail the questions to be answered by the evaluation, methods that will be used to collect data, the people who will analyze the data, and how the information will be reported.

Use Common Sense When Collecting Data

Before data are collected, leadership must ensure that the necessary clearances and permission have been obtained. Many groups, especially school systems, have a set of established procedures for gaining clearance to collect data on students, teachers, or projects. This may include who is to receive, and review a copy of a report, restrictions on when data can be collected, or procedures to safeguard privacy of all students. Find out what these procedures are and address them as early as possible. Once these permissions are obtained, make sure evaluators consider the needs and sensitivities of respondents and gather data in an unbiased style.

Evaluate as You Go Along

It is important to routinely check with participants to see if the evaluation system is working as intended (acceptance of the measurement and evaluation process is essential to their success as a performance improvement tools). A complete and effective evaluation system will require years of incremental work to achieve. Take corrective action, if need be.

Report Your Findings to All Audiences

Evaluation findings should be routinely reported to all-important audiences. Results should be framed to meet each individual audience's needs.

Learn to See Strength in Missteps

The continuous improvement cycle is contingent on learning from mistakes. It is important during the process to reflect on what went wrong and ask what could have been done differently to prevent future mistakes.

CONCLUSION

Now more than ever, employers have a responsibility to ensure their philanthropic efforts are providing results. Increasing global competition and mounting educational challenges demand that employers demonstrate how their educational efforts improve educational achievement and workforce quality. The only way for employers to ensure their efforts are having a positive impact is to engage in evaluation. The corporate community must be a leader in helping to change the culture around partnership from one of "feel good" input measures to one focused on outcomes. By accurately analyzing, learning from, and sharing the results of the School-to-Careers initiatives they fund, employers can help ensure that student achievement improves more effectively.

RESOURCES

American Evaluation Association is an association for professionals who specialize in evaluating programs. The Association provides a comprehensive Web site that includes links to Internet resources that provide information about evaluation. <http://www.eval.org>

Since 1992, **Business for Social Responsibility (BSR)** has helped companies of all sizes and sectors to achieve business objectives in ways that demonstrate respect for ethical values, people, communities, and the environment. A leading global business partner, BSR equips its member companies with the expertise to design, implement and evaluate successful, socially responsible business policies, practices and processes. BSR provides tools, training, advisory services, and collaborative opportunities in person, in print and online that equip companies to implement socially responsible business practices that serve business goals. Today, more than 1,400 member and affiliated companies worldwide participate BSR's global network of programs and partnerships. www.bsr.org.

The California Policy Research Center (CPRC) is a University of California program that applies the extensive research expertise of the UC system to the analysis, development, and implementation of state policy as well as federal policy on issues of statewide importance. CPRC provides technical assistance to policymakers, commissions' policy-relevant research on statewide issues, and disseminates research findings and recommendations through publications and special briefings. <http://www.ucop.edu/cprc/>.

The Center for Corporate Citizenship at Boston College, founded in 1985, provides leadership in establishing corporate citizenship as a business essential, so all companies act as economic and social assets to the communities they impact. http://www.bc.edu/bc_org/avp/csom/ccc/.

Since the early 1980's, the **Center for Human Resources (CHR)** at Brandeis University has been one of the nation's leading research, training, and policy development organizations in workforce preparation, education reform, and community development, research and evaluation. <http://www.heller.brandeis.edu/chr/>.

The Center on Education and Work enables educators to engage youth and adults in learning and career development experiences that lead to meaningful and productive careers. Towards that end, the center undertakes research, development, and capacity-building technical assistance activities to strengthen the connection among educational institutions, workplaces, communities, and families. Ultimately the center's efforts are designed to enhance the quality of career related learning in schools, colleges, and the workplace for all individuals. <http://www.cew.wisc.edu/>

The Center for What Works mission is to improve the performance of the nonprofit and public sectors by promoting benchmarking and knowledge transfer. <http://www.whatworks.org>.

Changing Our World, Inc. was founded in 1999 and specializes in capital campaigns, corporate and personal philanthropy, development outsourcing, donor research, and e-philanthropy. Its headquarters is in New York with offices in Boston, Washington, Columbus, and Philadelphia. Changing Our World raises millions of dollars for nonprofit organizations. With more than 60 professionals nationally, the company offers tailored fundraising and philanthropy solutions that combine innovation with sound fundamentals. Clients include major health care institutions, associations, private schools and colleges, faith-based organizations, family foundations, and Fortune 500 companies. Its Internet arm, the CW Network, is a leading information and fundraising hub for nonprofits, and includes nine e-newsletters and Websites for nonprofit professionals. www.changingourworld.com.

For over 50 years, **the Council on Foundations** has helped foundation staff, trustees, and board members in their day-to-day grant making activities. Through one-to-one technical assistance, research, publications, conferences and workshops, legal services, and a wide array of other services, the Council addresses the important issues and challenges that face foundations and corporate funders. www.cof.org.

The Fordham Foundation supports research, publications, and action projects of national significance in elementary/secondary education reform, as well as significant education reform projects in Dayton, Ohio and vicinity. Recently the Foundation asked experts to share their knowledge and ideas on topics related to effective education philanthropy. <http://www.edexcellence.net/philanthropy/index.html>.

Foundation Strategy Group is a professional consulting firm exclusively dedicated to helping community, corporate, private, and family foundations increase their effectiveness. The organization offers objective analysis and confidential counsel on strategy, organizational alignment, communications, governance, leadership, foundation-wide assessment, and community foundation donor development. <http://www.foundationstrategy.com/services/assessment.asp>

The Grantmakers Evaluation Network is an organization of grant makers that promotes evaluation in the non-profit world. <http://hogg1.lac.utexas.edu/gen>.

Harvard Family Research Project's periodical, *The Evaluation Exchange*, addresses current issues facing program evaluators of all levels, with articles written by the most prominent evaluators in the field. Designed as an ongoing discussion among evaluators, program practitioners, funders, and policymakers, the periodical highlights innovative methods and approaches to evaluation, emerging trends in evaluation practice, and practical applications of evaluation theory. The Evaluation Exchange goes out to its subscribers free of charge 3-4 times per year. <http://gseweb.harvard.edu/~hfrp/eval.html>.

The mission of **Innovation Network, Inc.** is to build the evaluation and learning capacity of nonprofits, so they can better serve their communities. The organization is dedicated to building skills, knowledge, and processes

within public agencies and nonprofits to improve their overall organizational learning and effectiveness. Specifically, they encourage organizations to incorporate participatory evaluation processes into their operations, so they can effectively assess themselves, measure the impact they are having on their community, and improve their efforts. <http://www.innonet.org/>

The Institute on Education and the Economy (IEE) at Columbia University is an interdisciplinary policy center that focuses its attention on the implications of changes in the economy and labor markets for all levels of education and training systems in the United States. The Institute also provides technical assistance and evaluation services to schools, school districts, and states involved in work-related education reform. <http://www.tc.columbia.edu/~iee/>.

KRA Corporation is a diversified technical and professional firm that helps its clients develop and implement their program's impacts. Its research and development division focuses on the application of the social and behavioral sciences to support policymaking, planning, service delivery, and management, particularly in the area of youth programs. KRA's client divisions include research and evaluation, organizational consulting, information technology, and communications and management. <http://www.kra.com/div/r&e.htm>.

The National Alliance of Business spearheads the corporate community's efforts to increase achievement at all levels of learning. To meet this goal, the Alliance, along with the business community it represents, partners with policymakers and educators to raise public awareness, inform policy and stimulate action. By focusing public attention and discourse on improving education systems, impacting public policy, and partnering with educators in communities across the country to stimulate action, corporate leaders will ensure education is a national priority. The Alliance is the voice of business in this effort. The Alliance's 5,000 members include companies of all sizes and industries, their CEOs and senior executives, as well as educators, and community leaders. The National Alliance of Business manages a growing network of state and local business coalitions and convenes several national business coalitions including the Business Coalition for Education Reform and Business Coalition for Excellence in Education. www.nab.com.

Manpower Research Demonstration Corporation

is a nonprofit, nonpartisan social policy research organization. It is dedicated to learning what works to improve the well-being of low-income people. Through its research and the active communication of our findings, the organization seeks to enhance the effectiveness of public policies and programs. lvry@MDRCgny.mhs.compuserve.com.

Measuringphilanthropy.com assists organizations involved in the global movement to measure and improve the impact and effectiveness of their philanthropy programs and initiatives. This site supports persons and organizations who have conducted - or are interested in conducting - a measurement program. www.measuringphilanthropy.com

Mitsubishi Electric America Foundation has developed a report that outlines guidelines for evaluation and dissemination. <http://www.meaf.org/roadmap.html>.

MPR Associates Inc., one of the nation's leading education consulting firms, is committed to strengthening elementary, secondary, and postsecondary education and expanding opportunities for youth and adults. They conduct research, policy analysis, evaluation, and curriculum development in areas related to education and job training for federal, state, and local government agencies, as well as private sector clients. <http://www.mprinc.com/main.html>.

The National Committee for Responsive Philanthropy (NCRP) is a 501(c)3 nonprofit organization dedicated to promoting philanthropy that addresses the unmet needs of disadvantaged populations, including very low-income communities, people of color, gay/lesbian/bisexual/transgender populations, and other groups facing discrimination or marginalization. NCRP conducts action research, provides technical assistance to nonprofits, and engages in policy advocacy. NCRP's reform activism targets foundations, corporations, individual donors, and workplace fund-raising. <http://www.ncrp.org>.

The Philanthropic Initiative, Inc. (TPI) is a not-for-profit organization offering individuals, foundations, institutions and corporations a disciplined and results-oriented approach to philanthropy. Since it was founded in 1989, TPI has helped hundreds of donors impact important and often highly personal issues through a process of strategic philanthropy. <http://www.tpi.org/tpi/clientservices/clientservices.htm>.

Social Venture Network, founded in 1987 is a nonprofit network committed to building a just and sustainable world through business. SVN promotes new models and leadership for socially and environmentally sustainable business in the 21st century. They champion this effort through initiatives, information services and forums that strengthen the community and empower their members to work together on behalf of their shared vision. www.svn.org.

Strategic Philanthropy LTD provides strategic consulting to individuals, families, corporations, and established foundations. <http://www.stratphilanthropy.com/>.

United Way Outcome Measurement Resource Network's purpose is to provide outcome measurement resources and instruction. Sections include: updates with articles, information, research studies and reports on evaluation. <http://national.unitedway.org/outcomes/>.

The Urban Institute is a nonprofit nonpartisan policy research and educational organization established to examine the social, economic, and governance problems facing the nation. It provides information and analysis to public and private decision makers to help them address these challenges and strives to raise citizen understanding of these issues and tradeoffs in policy making. www.urban.org.

W.K. Kellogg Foundation Evaluation Handbook discusses why evaluation is important and how non-profit organizations can use evaluation to improve their programs, as well as to measure their programs' effectiveness. <http://www.wkkf.org/pubs/Pub770.pdf>.

REFERENCES

- Amery, E. (2001). *Best Practices: Finding Ways to Measure Corporate Contributions Programs*. Accessed at <http://www.insidegiving.com/ig2001-12-21.html>.
- Bailey, T. (1995). *Learning to Work: Employer involvement in school-to-work Transition programs*. Washington, DC: The Brookings Institution.
- Bailey, T., Hughes, K. & Barr, T. (Spring 2000). *Achieving Scale and Quality in School-to-Work Internships: Findings from Two Employer Surveys*. *Educational Evaluation and Policy Analysis*, 22(1), pp. 41-64.
- Bassi, L., Feeley, T., Hillmeyer, J., Ludwig, L. (1997). *Learning and Earning: An Employer's Look at School-to-Work Investments*. Washington, DC: National Employer Leadership Council and American Society for Training and Development.
- Bishop, J. Mane, F. & Ruiz-Quintilla, A. (2000). *Who Participates in School-to-Work Programs? Initial Tabulations*. Ithaca, NY. Bishops Associates.
- Cappelli, D., & Shumanis, N. (1998). *Employer Participation in School-to-Work Programs*. Manuscript, University of Pennsylvania: National Center on the Educational Quality of the Workforce.
- Center on Education Reform and American Youth Policy Forum (2000). *Do You Know... the Good News About Education?* Washington, DC: Author
- Early Education Clearinghouse (March 2000). *Why You Should Begin Thinking About Outcome Measurement*. Accessed at <http://www.factsinaction.org/mcount/making-it-count.htm>.
- Hanser, L. Stasz, C. (1999). *The Effects of Enrollment in the Transportation Career Academy Program on Student Outcomes*. Paper prepared for the meeting of the American Educational Research Association, Santa Monica, CA: RAND
- Hershey, A.M. Silverberg, M.K. & Haimson, J. (1999). *Expanding Options for Students: Report to Congress on the National Evaluation of School-to-Work Implementation*. Princeton, NJ: Mathematical Policy Research, Inc.
- Hill and Knowlton (2001). *2001 Corporate Citizen Watch Survey*. Accessed at <http://www.hillandknowlton.com/binary.php/insights/HK%202001%20Corp%20Citizen%20Watch.pdf>.
- Hughes, K.L., Bailey, T.W., & Mechur, M.J (2001). *School-to-Work: Making A Difference in Education*. New York: Institute on Education and the Economy, Teachers College, Columbia University.
- Hughes, K.L, Bailey, T.W., & Mechur, M.J (2002). *Business Partnerships for American Education: Employer Involvement in the National Academy Foundation's High School Career Academies*. New York: Institute on Education and the Economy, Teachers College, Columbia University.
- Hulsey, L., Van Noy, M., & Silverberg, M.K. (1999). *The 1998 National Survey of Local School-to-Work Partnerships: Data Summary*. Princeton, NJ: Mathematical Policy Research Inc.
- Jobs for the Future (n.d). *School-to-Career Initiative Demonstrates Significant Impact on Young People*. Boston: Author
- Johnson, J. *Data-Driven School Improvement*. Accessed at http://www.ed.gov/databases/ERIC_Digests/ed401595.html
- Kelch, T. (1998). *New York State School-to-Work Initiative Demonstrates Promising Student Results. The School-to-Work Reporter*. Westchester Institute for Human Services Research, Inc.
- Kemple, J.J & Snipes, J.C. (2000). *Career Academies: Impacts on Students' Engagement and Performance in High School*. New York: Manpower Research Demonstration Corporation.
- Linnehan, F (1998). *The Effect of Work-Based Mentoring on the Academic Performance of African-American, Urban High School Students*. Unpublished Manuscript. Philadelphia: Drexel University.
- Lynn, I., & Wills, J. (1994). *School lessons work lessons: Recruiting and sustaining Employer involvement in school to work programs*. Washington, DC: Institute on Educational Leadership.

Maxwell, N.L., & Rubin, V. (2000). *Career Academy Programs in California: Implementation and Student Outcomes*. Hayward, CA: Human Investment Research & Education Center.

McNamara, C (2002). *Basic Guide to Outcomes Evaluation for Non-Profit Organizations With Very Limited Resources*. Accessed at <http://www.mapnp.org/library/evaluatn/outcomes.htm>.

National Center for Education Statistics (2001), *The Condition of Education 2001*. (NCES 2001-072). Washington, DC: U.S. Department of Education.

National Employer Leadership Council (1999), *Intuitions Confirmed: The Bottom-Line Return on School-to-Work Investment for Students and Employers*. Washington, DC: National Employer Leadership Council.

Raymond, M. (2002). *Evaluating Education Philanthropy in Action*. Washington, DC: Fordham Foundation.

Shapiro, D. (1999). *School-to-Work Partnerships and Employer Participation: Evidence on Persistence and Attrition From the National Employer Survey*. Manuscript. Philadelphia: Institute for Research on Higher Education, University of Pennsylvania. Training Magazine (2001). *Industry Report 2001*. Accessed at http://www.trainingmag.com/training/images/pdf/2001_industry_report.pdf U.S. Department of Education (1998). *Third International Mathematics and Science Study*. Washington, DC.

U.S. Department of Education (1999). *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*. (NCES 1999-080). Washington, DC: U.S. Department of Education.

Wenglinsky, H. (2000). *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*. Princeton: Educational Testing Service.



National Employer Leadership Council
c/o National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
Phone: (800) 360-NELC
E-mail: nelc@nelc.org
Web site: www.nelc.org



© National Alliance of Business 2002. All reproduction rights and permissions reserved by the National Alliance of Business. Please direct requests for reproduction to info@nab.com

BEST COPY AVAILABLE



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center

CE 683 845

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Best Practices in school-to-careers: The Rural Challenge</i>	
Author(s): <i>National Employer Leadership Council</i>	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign of the at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign
here, →
please

Signature: <i>Wendy Weil</i>	Printed Name/Position/Title: <i>Program Manager</i>	
Organization/Address: <i>1201 New York Avenue NW Suite 700 WDC 20005</i>	Telephone: <i>202-289-2894</i>	FAX: <i>202-822-9024</i>
	E-Mail Address: <i>Weil@wbi.com</i>	Date: <i>October 4, 2002</i>

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Cheryl Grossman
Processing Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: Info@ericfac.piccard.csc.com
WWW: <http://ericfacility.org>



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center
CE083846

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Focusing on Results: A Business Leader's Guide For Organizing School-to-Career Partnerships</i>	
Author(s): <i>National Employer Leadership Council</i>	
Corporate Source: <i>National Employer Leadership Council</i>	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY <i>Sample</i> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
--

1
Level 1
☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY <i>Sample</i> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A
Level 2A
☐
Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY <i>Sample</i> TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B
Level 2B
☐
Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign
here, →
please

Signature: <i>Andrew Weil</i>	Printed Name/Position/Title: <i>Program Manager</i>		
Organization/Address: <i>201 New York Avenue NW Washington DC 20005</i>	Telephone: <i>202 297 2494</i>	FAX: <i>822 3026</i>	Date: <i>October 1, 2002</i>
	E-Mail Address: <i>Weil@nrc.com</i>		

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Cheryl Grossman
Processing Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road

Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: <http://ericfacility.org>